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AUTHOR Farmer, Edgar I.
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ABSTRACT

Designed to identify pedagogical competencies that meet the needs of those teaching inner city disadvantaged youth, this study focused on the relationship between the competencies identified as very important by vocational administrators and those identifed as very important by teachers. In addition, the study identified possible instructional alternatives that might be implemented in the curriculum to increase a teacher's success. Ninety vocational administrators and 150 vocational teachers in Pennsylvania made up the sample. All respondents were asked to rate and rank three groups of competencies (execution of instruction, interpersonal and group relations, and classroom management), and administrators were asked to suggest instructional alternatives. Findings indicate that administrators felt the competencies were more important than the teachers did and that male and female teachers differed on their views. In the area of execution of instruction, teachers ranked ability to perceive the world from the students point of view as the highest competency. Among the instructional alternatives suggested by vocational administrators was to use student leaders and other community resources to increase the teachers' ability to perceive the world from the students' point of view. Administrators suggested teachers use role-playing to encourage students to speak out freely. Counseling activities were widely cited as activities that would enhance the attainment of the competencies. (Recommendations for practice and further research are appended.) (LRA)

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Pedagogical Competencies:

Instructional Alternatives for Vocational Teachers Serving the Disadvantaged

Executive Summary

E. I. Farmer

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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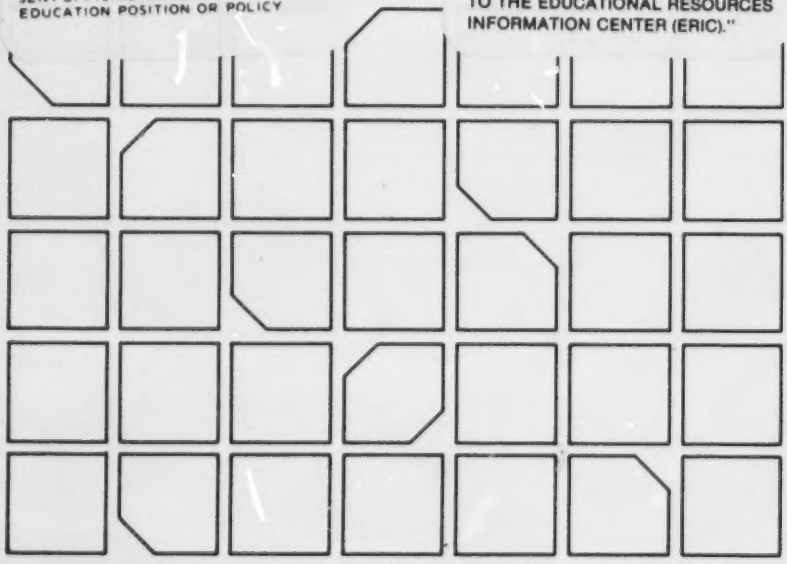

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PREFACE

The findings reported herein are a part of an extensive study concerning pedagogical competencies and instructional alternatives for vocational educators serving the inner-city disadvantaged youth. The author hopes that this report will make some small contributions to the field of vocational education and other interested persons who work with the disadvantaged.

Many persons assisted the author in completing this report. Thus, special thanks and appreciation are extended to:

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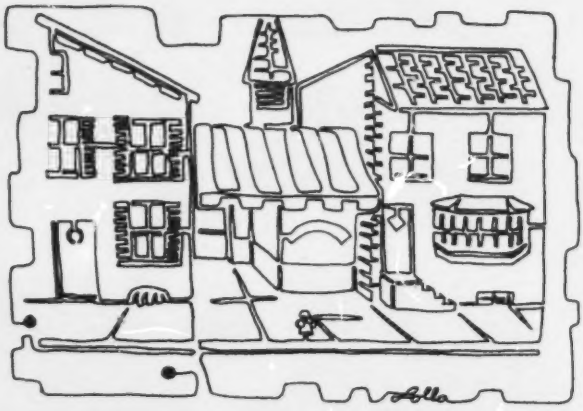
Edgar I. Farmer

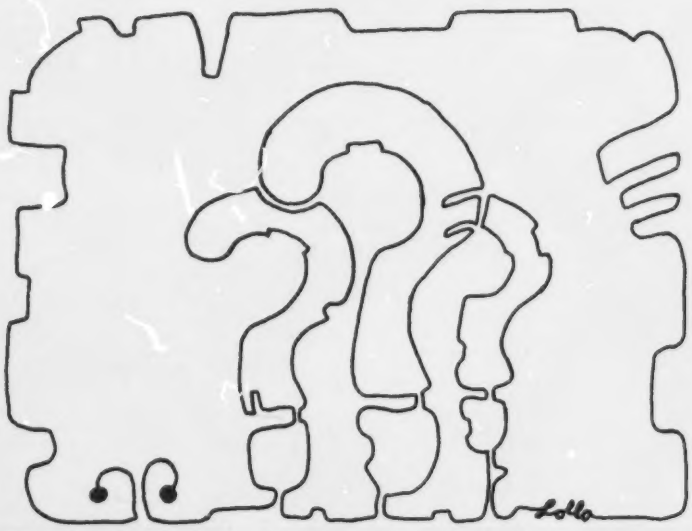


INTRODUCTION

The large inner cities of Pennsylvania are populated with many ethnic and minority groups who need teachers who can effectively prepare them to be productive individuals in our society. Good vocational teachers are in short supply, and the demand for them has become critical. However, before the quality and quantity of vocational teachers for the inner city disadvantaged can be improved, it is necessary to identify those specific pedagogical competencies which promote successful teaching of disadvantaged youth.

Subsequently, this report is an Executive Summary of a statewide study designed to identify some pedagogical competencies that meet the needs of those teaching inner city disadvantaged youth. The study was also designed to assess the degree of importance vocational educators familiar with the disadvantaged youth in Pennsylvania cities attach to these competencies. In other words, the study focused on the relationship between the competencies identified as very important by vocational administrators and those identified as very important by vocational teachers.

In addition, the study identified some possible instructional alternatives that might be implemented in the vocational curriculum to increase the chances for a teacher's success in an inner-city classroom. The competencies identified might also help administrators and teachers develop guidelines for preservice and educational programs for vocational educators who work with the disadvantaged youth.



THE PROBLEM

The disadvantaged students in vocational education programs in the inner cities of Pennsylvania and other cities are in need of more appropriate teachers, facilities, equipment, etc. However, in order for vocational educators to improve the quality of teaching for disadvantaged youth, it must first identify specific pedagogical teacher competencies that promote successful teaching. Many studies have addressed the concern currently voiced by educational leaders regarding the need for well-prepared, effective instructors to teach disadvantaged youth, especially those in the inner-city schools (Vivian, Hirshfeld, and Osborn, 1979; Schmitt and Woodin, 1970; and Ferguson, 1972).

THIS REPORT ANSWERS
THESE QUESTIONS

1. What is the nature of the study sample (vocational administrators and teachers) in terms of (a) job title, (b) degree or certificate held, (c) age, and (d) other demographic variables?

2. What are the responses of vocational administrators and teachers to the pedagogical competencies for teaching inner-city disadvantaged students?

3. What instructional alternatives do vocational administrators suggest for delivering the competencies needed for teaching inner-city disadvantaged students?

4. What order of importance do vocational teachers place on the competencies needed for teaching inner-city disadvantaged students?

5. What are some of the open-ended responses expressed by vocational teachers concerning inner-city disadvantaged students?

6. Is there a difference between vocational administrators and teachers in the degree of importance they place on the 25 pedagogical competencies needed for teaching inner-city disadvantaged students?

7. Is there a relationship between the amount of the respondents' teaching experience and the degree of importance they place on the competencies needed for teaching inner-city disadvantaged students?

8. Is there a difference between male and female vocational teachers in the degree of importance they place on the competencies needed for teaching inner-city disadvantaged students?

9. Is there a difference between vocational teachers in large cities (population 100,000 or more) as opposed to a small city (population 50,000 or less) in the degree of importance they place on the competencies needed for teaching inner-city disadvantaged students?

10. Is there a relationship between the age of vocational teachers and the degree of importance they place on the competencies needed for teaching inner-city disadvantaged students?

11. Is there a difference between black and white teachers in the degree of importance they place on the competencies needed for teaching inner-city disadvantaged students?

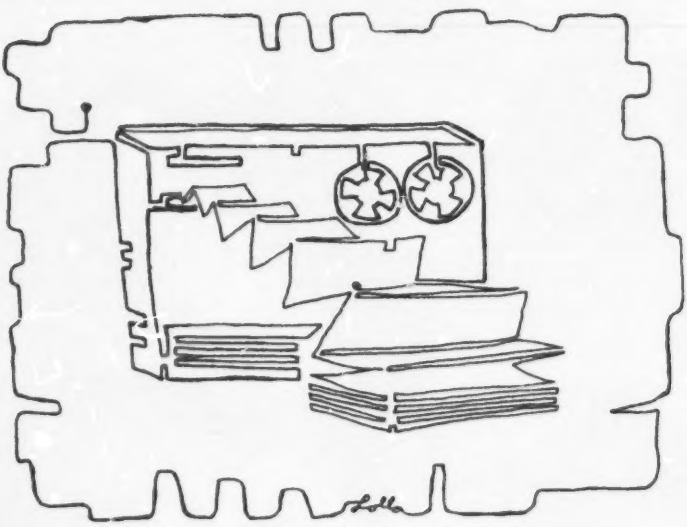
12. Is there a difference between teachers with experience teaching inner-city disadvantaged students and those without such experience in the degree of importance they place on the pedagogical competencies?

METHODOLOGY

Ninety vocational administrators and 150 vocational teachers made up the sample. The administrators were selected from the area vocational-technical schools in Pennsylvania and the Pennsylvania Department of Education. The teachers were selected from four sample Pennsylvania cities: Erie, Johnstown, Philadelphia, and Pittsburgh. Except for Johnstown, these cities were selected because (1) they contain high concentrations of disadvantaged students; (2) they manifest the largest concentration of blacks and other minorities who tend to be found among the disadvantaged; and (3) they received the majority of the federal funds allocated to the state of Pennsylvania for vocational education during the 1975-76 fiscal year. The city of Johnstown was selected because it has a large minority population (3,786) and a total population (42,476) that was within the size of guidelines for selecting, by way of contrast, a small city (that is, a city with a population of 50,000 or less).

A total of 445 questionnaires were sent to 164 vocational administrators and 281 vocational teachers. Ninety (55 percent) of the administrators returned the questionnaires, and 150 (53 percent) vocational teachers completed and returned the questionnaires.

The respondents were asked to rate and rank in order of importance each of the competencies from one to nine in Section I and from one to eight in Sections II and III. The vocational administrators were asked to suggest some instructional alternatives for implementation in the vocational curriculum.



FINDINGS

Comparisons among the vocational administrators and vocational teachers revealed some pertinent data concerning the dependent variables studied--job title, degree or certificate held, age, sex, years in curriculum instruction, years in present position, experience with the disadvantaged, and ethnic background. The author drew these comparisons according to the relationships between the dependent and independent variables.

Job Title. The data concerning job title and years in present position revealed that most of the respondents were classroom teachers (n = 150) with an average of 10 years of teaching experience. The administrators (n = 90) had an average of five years of experience as directors of area vocational technical schools, coordinators and supervisors of AVTS and curriculum specialists from the Pennsylvania Department of Education.

Education Level. The educational levels of the respondents in terms of the number of academic degrees and certificates held. Seventy percent of the respondents had earned advanced degrees, a generous percentage for vocational educators.

Age of Respondents. In looking at the age of respondents, most of the administrators and teachers were over 42 years of age, the average age being 46 for administrators and 43 for teachers. Their ages ranged from 22 to 65 years. The vast majority of the respondents were male. In the administrative group, 91 percent were male and only 9 percent were female. In the teachers' group, however, the percentage of females was larger--32 percent.

Experience in Curriculum Instruction. Another dependent variable studied was the number of years in curriculum instruction reported by vocational administrators. Most of the administrators (68 of 85, or 79 percent) had accumulated from 5 to 29 years of experience in curriculum instruction. Thirteen percent had little or no experience (0 to 4 years). The remaining administrators (7 percent) had from 30 to 40 years of experience in curriculum instruction.

Experience with the disadvantaged. The results from the question addressing the dependent variable, experience with the disadvantaged, revealed that 85 percent of the administrators had acquired a mean of five years of work experience with disadvantaged students, either as teachers, administrators, or both. The remaining 15 percent had acquired from 10 to 35 or more years of experience working with the disadvantaged. Forty-one percent of the teachers had from 0 to 4 years of teaching experience with disadvantaged persons; 56 percent (83 of 147) had from 5 to 24 years of experience with these students. The remaining 3 percent had from 25 to 40 years of experience.

Ethnic and Racial Background. The final dependent variable, ethnic and racial background, revealed that 81 percent of the participants classified themselves as White Americans (84 administrators and 106 teachers); 16 percent were Black Americans (3 administrators and 36 teachers). The remaining 4 percent classified themselves as Americans of Spanish origin, or as "others."

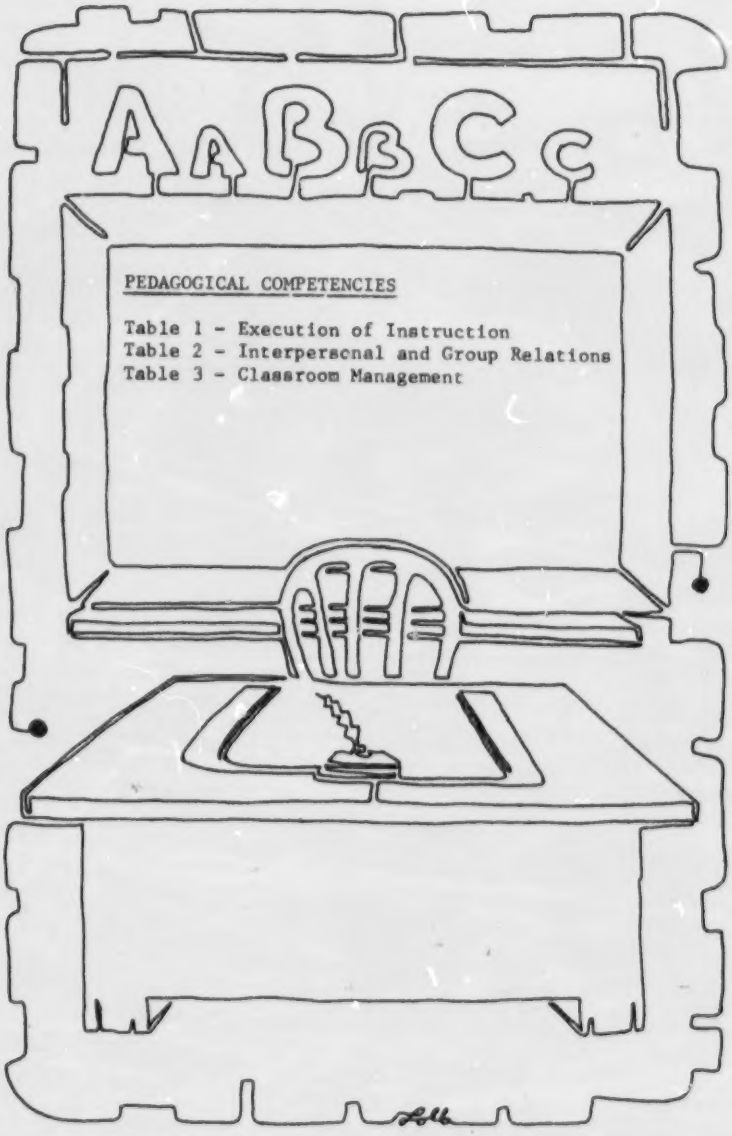
STATISTICAL COMPUTATIONS

The author compiled statistical analyses on the dependent and independent variables of the administrators' and teachers' groups, using the Pearson Product Moment Correlation (Mini Tab II) and the Two Sample t'Test (Mini Tab II). The results indicated few significant differences between the comparison groups according to how they responded to the pedagogical competencies. However, two cases of statistical significance between the comparison groups did emerge in research questions six and eight. Research question six addressed the difference between vocational administrators and teachers in the degree of importance they placed on the 25 pedagogical competencies needed for teaching inner-city disadvantaged students. Research question eight pertained to differences that occurred between the responses of male and female teachers to the competencies.

STATISTICAL SIGNIFICANCE BETWEEN ADMINISTRATORS AND TEACHERS

The question six findings revealed that administrators felt the competencies were more important than the teachers (as indicated in Tables 1, 2, and 3). This was an interesting finding in view of the fact that teachers tend to maintain closer contact with the students than the administrators. As noted in Table 1, most of the competencies received high ratings--"very important," "important," or "of some importance"--with a mean value between 3.51 and 4.49. The two remaining ratings, "little importance" and "no importance" received few responses from the administrators and teachers. Based on these results, it seems that the questionnaire did not effectively discriminate among the competencies. The high ratings may have been attributable to the small number of competencies with little or no importance; thus many of the respondents may have been encouraged to view everything on the questionnaire as very important or important. (See complete study for further information). Each of the competency ratings used the five-point Likert Scale. Thus, one point was assigned to the rating "no importance" and five points to the rating "very important." Competency three, "knowledge of community religious activities," received the lowest rating of the first nine competencies, a mean value of 3.51. Only 10 percent of the respondents rated this competency as having little or no importance, while 90 percent of the administrators felt it had varying amounts of importance. This response suggests that teachers should have at least some knowledge of their students' community religious activities. This knowledge might be useful in planning certain class activities for students of diverse cultural settings.

The remaining competencies, two through nine, in Table 1 received very high ratings with mean values from 4.19 to 4.49. These competencies pertained to coping with unpleasant remarks made by students, associating learning with student experience and past learning, the students' behavior in the classroom, and other areas bearing on execution of instruction. The high mean values tend to suggest that many administrators felt strongly that teachers should be competent in these areas. But the competency pertaining to community religious activities was not viewed as favorably as most of the other competencies. Ferguson's study (1972) concurs with the findings of the present study and many of Ferguson's teaching characteristics are similar to the 25 pedagogical competencies used in this study.



PEDAGOGICAL COMPETENCIES

Table 1 - Execution of Instruction
Table 2 - Interpersonal and Group Relations
Table 3 - Classroom Management

Table 1

PERCENTAGE, MEAN, AND PERCENT TOTAL OF RESPONSES TO SECTION I (EXECUTION OF INSTRUCTION) FOR VOCATIONAL ADMINISTRATORS' SAMPLE

Item	Competency	Percentages of Degree of Importance* VI	I	SI	LI	NI	Mean	Percent Total
1	Ability to identify and recognize problems without having to have them pointed out by others	No analyses, used as example in the study						
2	Ability to cope with unpleasant remarks made by students	56	38	5	1	0	4.49	100
3	Knowledge of community religious activities	14	37	40	8	2	3.51	101
4	Ability to relate learning to student experiences and past learning	56	38	5	1	0	4.49	100
5	Knowledge of undercurrents on students' behavior in the classroom	45	42	11	1	1	4.23	100
6	Ability to analyze problems in a logical methodical manner	55	36	7	1	1	4.42	100
7	Ability to differentiate the significant from the less significant and arrive at a sound conclusion	44	39	13	1	3	4.19	100
8	Ability to recognize heavy drug users in the classroom	56	33	8	2	1	4.40	100
9	Ability to perceive the world from the students' point of view	51	42	6	1	0	4.43	100

*VI = Very Important, I = Important, SI = Some Importance, LI = Little Importance, and NI = No Importance

ADMINISTRATORS' FEELINGS - INTERPERSONAL AND GROUP RELATIONS

Table 2 shows competencies 10 through 17 receiving mean values that range from 3.77 to 4.63. For example, competency 14, "ability to encourage students to speak out freely," received the lowest rating of the eight competencies in this section, a mean value of 3.77. Slightly more than half of the administrators (52 percent) indicated that this competency was important, but only 15 percent felt that it was very important. Twenty-eight percent of the respondents did not place a high value on encouraging students to speak freely. But they indicated that this item was of some importance. The remaining administrators (5 percent) felt that this competency was of little or no importance.

Moreover, the other seven competencies, 10 through 17 excluding number 14 in this section received very high ratings from the respondents. For example, these competencies received mean values that ranged from 4.10 to 4.63, which indicated that the administrators considered these competencies either important or very important. These pedagogical competencies could, however, relate to any group of students regardless of their ethnic or racial background. Research by Ferguson (1972) suggested that teachers working in the inner city are more effective if they possess certain pedagogical competencies. These competencies pertained to getting along well with others, creating a tension-free classroom atmosphere, establishing rapport with students and parents, and other interpersonal and group relations. These pedagogical competencies relate more to intrinsic values, and they seem to enhance the effective teaching of disadvantaged students.

Table 2

PERCENTAGE, MEAN, AND PERCENT TOTAL OF RESPONSES TO SECTION II (INTERPERSONAL AND GROUP RELATIONS) FOR VOCATIONAL ADMINISTRATORS' SAMPLE

Item	Competency	Percentages of Degree of Importance* VI	I	SI	LI	NI	Mean	Percent Total
10	An understanding of students with personal problems	57	34	7	2	0	4.45	100
11	Ability to create a tension-free classroom atmosphere	70	24	6	0	0	4.63	100
12	Ability to deal with hyperactive students	32	50	13	5	0	4.10	100
13	Knowledge of students' backgrounds and their way of life	35	46	17	2	0	4.14	100
14	Ability to encourage students to speak out freely	15	52	28	4	1	3.77	100
15	Ability to establish and maintain an atmosphere conducive to teacher-pupil planning	45	37	14	4	0	4.24	100
16	Extensive knowledge of subject matter	44	38	16	1	1	4.23	100
17	Ability to introduce a lesson	54	37	9	0	0	4.44	100

*VI = Very Important, I = Important, SI = Some Importance, LI = Little Importance, and NI = No Importance

ADMINISTRATORS' VIEWS ON CLASSROOM MANAGEMENT

In Table 3, Section III, competencies 18 through 25 pertained to classroom management. Again the FRANM statistical program was used to determine the mean values of the competencies in Section III, Classroom Management. The mean ranged from 3.29 (which indicates some importance) to 4.79 (which is close to being very important). An example from this section, competency 19, "knowledge of literature dealing with black dialect," received the lowest mean value of 3.29 for this section. Seventeen percent of the respondents rated competency 19 of little or no importance. Those respondents failed to see the importance of this competency, even though much of the literature reviewed indicated that teachers should consider the dialect of blacks and other minorities as a systematic language in order to communicate with them effectively (Banks, 1976; Sheppard and Protinsky, 1976). The remaining 84 percent felt that knowledge of black dialect was "very important," "important," or of "some importance."

The seven other competencies, 18 through 25 excluding number 19, received very high ratings with mean values ranging from 4.02 to 4.79. The high mean values indicate that the respondents considered these competencies very important to the effective teaching of disadvantaged students. This group of pedagogical competencies pertained to disciplinary action for student acts, establishing rapport with the students' parents and relatives, controlling outbursts of fighting, and other areas of classroom management. Ferguson's study also concurred with the pedagogical competencies in the classroom management section. Moreover, most administrators seem to feel that vocational teachers should assume responsibility for handling many of the routine problems that occur within their classrooms.

Table 3

PERCENTAGE, MEAN, AND PERCENT TOTAL OF RESPONSES TO SECTION III (CLASSROOM MANAGEMENT) FOR VOCATIONAL ADMINISTRATORS' SAMPLE

Item	Competency	Percentages of Degree of Importance* VI	I	SI	LI	NI	Mean	Percent Total
18	Knowledge of the disciplinary action for students' acts or behaviors	41	49	8	2	0	4.28	100
19	Knowledge of literature dealing with black dialect	10	30	44	13	4	3.29	101
20	Ability to establish a rapport with students' parents, relatives, or guardians concerning his progress in the classroom	46	41	9	0	4	4.26	100
21	Ability to get along well with other faculty members...being cooperative rather than a loner	26	54	18	1	1	4.02	100
22	Ability to assist students in developing their initiative	61	34	5	0	0	4.56	100
23	Ability to communicate effectively with students	83	12	5	0	0	4.79	100
24	Understanding of the cause of a student's behavior	58	34	7	1	0	4.48	100
25	Ability to control outbursts of fighting, aggressiveness or overcompetitiveness	54	38	6	2	0	4.44	100

*VI = Very Important, I = Important, SI = Some Importance, LI = Little Importance, and NI = No Importance

VOCATIONAL TEACHERS' RESPONSES

Tables 4, 5, and 6 present the distribution of percentages, the mean, and the rank order of the competencies as determined by the teachers. In these three tables, vocational teachers were asked to rank the order of importance of each of the competencies after rating them. They were instructed to let the number one represent their most important choice, the number two their next important and so forth.

As can be seen in Table 4, most of the competencies in this section, Execution of Instruction, were rated high by the vocational teachers, except for competencies two, five, and seven. These items received low mean values that ranged from 3.49 to 3.86, which indicates that the teachers considered these competencies of some importance, but not as important as the other six. These three competencies pertained to unpleasant remarks made by students, student behavior in the classroom, and an ability to differentiate the significant from the less significant. The other six competencies, one, three, four, six, eight, and nine received very high response ratings with mean values from 4.00 to 4.65. Based on the FRANM statistical program, these data suggest that teachers consider these competencies very important. For example, competency nine, "ability to perceive the world from the students' point of view," received the highest mean value of 4.65 (from a maximum value of 5.00), which indicates that teachers consider the students' point of view as significant. Indeed, vocational students today seem to be more perceptive and articulate than traditionally sterotyped vocational students. Today's students have more to say concerning their selection of careers and educational programs; and many teachers, according to their responses, want to acquire competence in understanding their students (see Tables 4, 5, and 6 for further information).

Table 4

PERCENTAGE, MEAN, AND RANK ORDER OF RESPONSES TO SECTION I (EXECUTION AND INSTRUCTION) FOR THE VOCATIONAL TEACHERS' SAMPLE

Item	Competency	Percentages of Degree of Importance*					Mean	Rank Order of Importance
		VI	I	SI	LI	NI		
1	Ability to identify and recognize problems without having to have them pointed out by others	50	38	8	4	1	4.31	3
2	Ability to cope with unpleasant remarks made by students	25	30	31	8	5	3.49	9
3	Knowledge of community religious activities	38	40	18	4	1	4.10	5
4	Ability to relate learning to student experiences and past learning	69	25	5	1	0	4.63	2
5	Knowledge of undercurrents on students' behavior in the classroom	25	41	31	3	1	3.86	7
6	Ability to analyze problems in a logical methodical manner	43	38	16	3	0	4.22	4
7	Ability to differentiate the significant from the less significant and arrive at a sound conclusion	26	40	27	7	0	3.85	8
8	Ability to recognize heavy drug users in the classroom	35	38	20	6	1	4.00	6
9	Ability to perceive the world from the students' point of view	69	27	3	1	0	4.65	1

*VI = Very Important, I = Important, SI = Some Importance, LI = Little Importance, and NI = No Importance

TEACHERS' FEELINGS - INTERPERSONAL AND GROUP RELATIONS

In Table 5, Interpersonal and Group Relations, most of the competencies received high ratings--"very important," "important," or of "some importance"--with mean values ranging from 3.88 to 4.70. The two other response categories, "little importance," and "no importance," received very few responses, as shown in the table. Competency one, "an understanding of students with personal problems," received the lowest rating, 3.88. This rating indicates that teachers placed some importance on the many personal problems of disadvantaged students, such as poor self-concept, broken homes, health problems, and many others. These findings also suggest that many teachers do not actually consider students' personal problems as a strong priority in their instructional program. By contrast, Ridini and Madden (1975) suggested that disadvantaged students are troubled by many problems of an interpersonal nature. Therefore, vocational teachers need to be more aware of their students' personal problems in order to enhance the learning process within the classroom.

Competencies two through eight received mean values that ranged from 4.01 to 4.72, which suggests that teachers consider these competencies very important. Based on the response rates and mean values in Table 5, most teachers indicated the competencies concerning classroom atmosphere, hyperactive students, a knowledge of the subject matter, and other interpersonal competencies were more important than those concerning an understanding of students with personal problems. This phenomenon may be accounted for by the middle-class background of many vocational teachers. Graham (1975) concurred with this interpretation and indicated that because of their middle-class background, many educators find it hard to understand the interpersonal problems of persons from the lower socioeconomic classes.

Table 5

PERCENTAGE, MEAN, AND RANK ORDER OF RESPONSES TO SECTION II (INTERPERSONAL AND GROUP RELATIONS) FOR THE VOCATIONAL TEACHERS' SAMPLE

Item	Competency	Percentages of Degree of Importance*					Mean	Rank Order of Importance
		VI	I	SI	LI	NI		
1	An understanding of students with personal problems	29	38	25	7	1	3.88	8
2	Ability to create a tension-free classroom atmosphere	57	40	4	0	0	4.52	2
3	Ability to deal with hyperactive students	32	47	18	3	1	4.05	6
4	Knowledge of students' backgrounds and their way of life	32	46	19	3	1	4.00	5
5	Ability to encourage students to speak out freely	61	28	9	3	0	4.46	3
6	Ability to establish and maintain an atmosphere conducive to teacher-pupil planning	55	32	9	3	1	4.37	4
7	Extensive knowledge of subject matter	31	43	21	3	1	4.01	7
8	Ability to introduce a lesson	77	21	1	1	1	4.70	1

*VI = Very Important, I = Important, SI = Some Importance, LI = Little Importance, and NI = No Importance

TEACHERS' VIEWS - ON CLASSROOM MANAGEMENT

In Table 6, Classroom Management, all of the competencies received very high ratings from the teachers except one, competency two. This competency concerns a knowledge of the literature of dealing with black dialect. It received the lowest response rating of the 25 competencies (2.39 mean value from a maximum value of 5.00) from the vocational teachers. Moreover, the vocational administrators revealed similar feelings concerning the importance of this particular competency. Based on the results from the FRANM statistical program, both groups tend to suggest that teachers need not possess a knowledge of black dialect, a profound contradiction to the literature reviewed. Further comments concerning this issue are presented in the complete study.

The data seem to indicate that most teachers place little or no importance on this competency. Much of the literature reviewed tends to suggest, however, that vocational educators should be able to understand and interpret what a student is saying without embarrassing him. Competencies one, three, four, five, six, seven, and eight received mean values from 2.82 to 4.32. These competencies concerned the following situations: disciplinary action for student acts; the cause of student behavior; controlling outbursts of fighting; and other areas of classroom management. For example, the vast majority of respondents rated competency six (4.32 mean value) as the most important competency within Section III. This particular competency pertained to a teacher's ability to communicate effectively with students, especially those from the inner city. These data seem to suggest that teachers place high importance on communicating with students effectively without really wanting to learn their language.

Table 6

PERCENTAGE, MEAN, AND RANK ORDER OF RESPONSES TO SECTION III (CLASSROOM MANAGEMENT) FOR THE VOCATIONAL TEACHERS' SAMPLE

Item	Competency	Percentages of Degree of Importance*					Mean	Rank Order of Importance
		VI	I	SI	LI	NI		
1	Knowledge of the disciplinary action for students' acts or behaviors	27	46	20	8	0	3.91	6
2	Knowledge of literature dealing with black dialect	5	8	31	30	25	2.39	8
3	Ability to establish a rapport with students' parents, relatives, or guardians concerning his progress in the classroom	33	46	19	1	0	4.12	5
4	Ability to get along well with other faculty members...being cooperative rather than a loner	39	46	14	1	0	4.22	2
5	Ability to assist students in developing their initiative	45	35	19	2	0	4.22	3
6	Ability to communicate effectively with students	47	40	12	1	1	4.32	1
7	Understanding of the cause of a student's behavior	5	15	44	30	6	2.82	7
8	Ability to control outbursts of fighting, aggressiveness or over-competitiveness	40	45	13	1	1	4.21	4

*VI = Very Important, I = Important, SI = Some Importance, LI = Little Importance, and NI = No Importance

KEY POINTS CONCERNING ADMINISTRATORS AND TEACHERS

The results of the two sample t'tests revealed that the administrators' responses to all of the competencies in Section I, Execution of Instruction, had a mean rate of 39.08 (45 was the maximum value). The teachers had a mean of 35.95, which quantitatively implies that the vocational teachers considered the competencies less important than did the administrators.

Then, too, in Section III, Classroom Management, the administrators rated the competencies higher than the teachers. Vocational teachers usually maintain closer supervision of disadvantaged students than do administrators. Therefore, teachers apparently view these competencies as part of their ordinary routines. On the other hand, many administrators have been outside the classroom for extended periods, a fact indicated by the number of years they had spent in their present position. These assertions may explain why the administrators rated the pedagogical competencies higher than the teachers rated them.

STATISTICAL SIGNIFICANCE BETWEEN MALE AND FEMALE TEACHERS

In question eight, the focus turned to the difference between the responses of male and female vocational teachers to the suggested competencies. Significant differences appeared between these two groups in Section II, Interpersonal and Group Relations, and in Section III, Classroom Management. Female teachers recorded higher mean values than their male colleagues in all three sections. The mean values for the female responses were 36, 35, and 33, respectively. The male teachers had mean values of 35, 33, and 31, respectively, for the three sections. These results (shown in Tables 7 through 9) suggest that the female teachers felt that the competencies were more important than did their male counterparts. But the differences that occurred between the comparison groups may have been accidental. Gould and Wartofsky, in their 1976 study on women, assert that differences between sexes are usually nothing more than accidental and thus a part of human nature. Also, the sample size may help explain the difference between the two comparison groups. The female teachers were represented by a sample size of 48 as opposed to the male sample of 102. A larger sample might have produced other differences or no significant difference at all. Therefore, the author hesitates to make a judgment encompassing all vocational teachers as to why differences occurred between the male and female vocational teachers within this relatively small sample.

The two sample t'Values for the three sections were 1.43, -2.63, and -2.51, respectively. The results suggest that significant differences exist between male and female vocational teachers according to the degree of importance they place on the 25 competencies. The differences, however, may be due to any of the explanations previously mentioned.

VERIFICATION OF FINDINGS

The remaining questions posed in the statement of the problem revealed no significant differences. Nevertheless, the responses were vital to the development of this study, which tends to verify the findings of the Ferguson and the Pittenger studies, among others. This study actually replicated the work of Ferguson and Pittenger who suggested similar competencies that teachers should possess in order to work more effectively with disadvantaged students.

Ferguson (1972) identified 16 characteristics that teachers working in the inner city should possess. These characteristics directly related to the present study. Moreover, Pittenger produced similar findings, pertaining to Intergroup Education, in terms of diverse cultures, race, sex, and national origins. Pittenger's 12 competencies for teachers in the inner city included respect for other cultures, communicating effectively with students, recognizing stereotyping, understanding student problems, among several others.

Some of the pedagogical competencies strongly endorsed by vocational administrators and teachers pertained to (1) assisting students in developing their initiative, (2) communicating effectively with students, (3) introducing a lesson, (4) acquiring an extensive knowledge of subject matter, (5) creating a tension-free classroom atmosphere, and (6) getting along well with other faculty members. (Tables 1 through 6 provide additional details on these competencies.)

Success
via
Instructional
Alternatives

SUGGESTED INSTRUCTIONAL ALTERNATIVES AS INDICATED BY VOCATIONAL ADMINISTRATORS

Brief Introduction

Vocational administrators were asked to use their knowledge and experience in curriculum instruction to suggest some instructional alternatives for classroom teachers--alternatives that if identified and adopted might promote a vocational teacher's success in teaching disadvantaged persons. These alternatives will be discussed individually in three sections: (1) Execution of Instruction, (2) Interpersonal and Group Relations, and (3) Classroom Management. The "best alternatives" suggested by the administrators were placed in Tables 7 through 30, located in the complete study. (See Appendix C for further information.)

As noted earlier, the calculations for this study were computed differently because of missing responses on most of the questionnaires. The instructional alternatives were arranged in the following categories: (1) type of activity promoting competency; (2) necessary teacher qualifications for effective delivery; (3) facilities or equipment needed for effective delivery; (4) instructional materials (such as films and slides); and (5) additional staffing necessary for enhancing teaching effectiveness.

General Discussion of Alternatives for Competencies in Section I, Execution of Instruction

Using competencies two through nine as individual paragraph headings, the author will first discuss the instructional alternatives for the pedagogical competencies in Execution of Instruction, and briefly explain the implications of the alternatives for each of the competencies as they were indicated by the vocational administrators. The alternatives for this section pertain to the following pedagogical competencies: coping with unpleasant remarks; community religious activities; relating learning to the students' experiences and past learning; undercurrents of student behavior; analyzing problems in a logical, methodical manner; differentiating the significant from the less significant; recognizing heavy drug users in the classroom; and perceiving the world from the students' points of view. It should be noted that competency one and its alter-

natives were used as an example; therefore, no discussion of that competency appears here. Further information concerning this particular competency and its alternatives may be obtained from the vocational administrators' questionnaire in Appendix A of the complete study.

Instructional Alternatives for Competency Two, "Ability to Cope With Unpleasant Remarks Made by Students." Vocational administrators suggested several alternatives that teachers might use to cope with unpleasant remarks made by students. One alternative would be for teachers to utilize the services of aides (para-professional) and resource persons from the community. Another alternative focused on the use of a large classroom with adequate equipment for teachers. These alternatives would give teachers more time for individualized instruction, which could lead to positive interaction with most students. A third alternative that teachers could use pertains to the teacher's qualifications and participation outside the classroom. Several vocational administrators (42 percent) suggested that teachers acquire more experience in such professional urban activities as membership in the Neighborhood Youth Corp (NYC), Police Athletic League (PAL), and other community organizations. These organizations can help teachers obtain more knowledge about their students' personal lives and habits in non-academic settings. The fourth alternative suggested by vocational administrators to help teachers cope with unpleasant remarks made by students pertains to various counseling activities including individual or group counseling. More than half of the administrators (60 percent) indicated their preference for one of these activities. Most administrators tend to feel that teachers could enhance their instructional program by effectively counseling students and showing them the need for self-improvement. Moreover, these counseling activities would reduce the frustration and restlessness in many students that often prompt unpleasant remarks.

Other alternatives were suggested by administrators to help promote this competency. These alternatives pertain to role-playing activities, instructional films, and others. The four alternatives previously mentioned were, however, the most preferred. Additional information may be obtained from Table 7 (see Appendix C) in the complete study.

Instructional Alternatives for Competency Three, "Knowledge of Community Religious Activities." The instructional alternatives for the attainment of competence in knowing about community religious activities as indicated by most of the administrators (74 percent) tend to suggest that teachers invite community resource persons (possibly neighborhood clergymen) to help them by disseminating information concerning the religious customs and mores within the community. Many religious service agencies employ people trained to handle the delicate matter of religious topics as they are presented today. These resource persons often have the materials, the audio-visual equipment, and the know-how to obtain and hold the attention of young students.

Another strongly suggested alternative focused on counseling activities. Seventy-one percent of the administrators felt that teachers needed more training in individual and group counseling in order to enhance the delivery of the community religious competency. The counseling activities would undoubtedly help teachers understand the denominational preferences of their students. Moreover, teachers need to be aware of the religious customs and mores of their students so that they can better plan and conduct class activities.

Two other alternatives favored by administrators pertained to professional experience with urban activities and an instructional film entitled "The Environment on Disadvantaged." More than half of the administrators indicated their preference for these two alternatives, which suggests that teachers should give these areas considerable attention in order to enhance their knowledge of community religious activities. See Table 8 in the complete study (Appendix C) for additional data.

Instructional Alternatives for Competency Four, "Ability to Relate Learning to Student Experiences and Past Learning." The alternatives suggested by most administrators for promoting the delivery of a competence in relating learning to student experiences and past learning tend to focus on professional experiences, community resource persons, counseling activities, and adequate facilities and equipment. Vocational administrators implied that teachers should be professionals experienced in urban activities and familiar with inner-city classrooms. This exposure would given them some insight into the disadvantaged students' experiences and past learning.

A majority of administrators (72 percent) also felt that teachers should have some classroom assistance in the form of a community resource person or teacher aide. This assistance would free additional time for teachers to communicate with their students through group or individual counseling. Using the counseling techniques to communicate with students would obviously give teachers additional insight into the students' experiences and past learning and would thus provide them with strategies for future class planning.

Another alternative favored by three-fourths of the administrators pertained to facilities and equipment that might help teachers attain the competence. Vocational administrators seemed to feel that a large classroom or a large shop laboratory is more conducive to learning than cramped facilities. This response is traditional among trade and industrial educators. See Table 9 for additional information (Appendix C), located in the complete study.

Instructional Alternatives for Competency Five, "Knowledge of Undercurrents of Students' Behavior in the Classroom." The instructional alternatives for this competency proved interesting in terms of the number of responses in the teacher qualifications category. The vast majority of vocational administrators (83 percent) indicated that professional experience in urban activities and special methods courses in teaching inner-city youth were their choices for promoting this competency. Vocational administrators frequently suggested that a professional experienced in urban activities with some previous special methods courses in teaching inner-city youth might prove effective in detecting and handling undercurrents of student behavior in the classroom. In an inner-city classroom, the diverse cultural groups often express hostility toward each other; thus teachers should recognize this problem and attempt to correct it immediately.

Many vocational administrators (72 percent) also suggested the use of such assistants for the teachers as community resource persons and student leaders. These persons might help a teacher detect these undercurrents. Student leaders can prove effective because of the peer-group influence they exert. These assistants could provide teachers with extra time, which might be devoted to group or individual counseling; thus, they might detect undercurrents in this manner. Group counseling

might even reduce and resolve the undercurrents in the classroom. Additional data may be obtained in Table 10 (Appendix C) in the complete study.

Instructional Alternatives for Competency Six, "Ability to Analyze Problems in a Logical Methodical Manner." The vocational administrators suggested that this competency might best be promoted by exposing teachers to inner-city youth and making them aware of the problems of these youths. It should be noted, however, that many of the listed alternatives do not apply to this particular competency. One alternative suggested, however, seems to be quite appropriate. This alternative pertained to the film "Learning Processes in Inner-City Classrooms." This film, the administrators thought, could enhance the learning experience of many teachers by exposing them to some of the things that actually occur in an inner-city classroom. For example, the film exposes teachers to the learning environment of many disadvantaged students outside of the classroom. Teachers also view the home life of the disadvantaged. Kemps' 1966 study concurs with the administrators. It suggests that teachers should acquire some knowledge about the learning process of the disadvantaged. The specified film would assist in the delivery of this competency. Moreover, this alternative could also help teachers analyze the problems of their students, especially those with multicultural backgrounds. See Table 11 for further information (Appendix C of the complete study).

Instructional Alternatives for Competency Seven, "Ability to Differentiate the Significant From the Less Significant and Arriving at a Sound Conclusion." Of the alternatives suggested for promoting this competency, none emerged as the most favored. Some administrators had a difficult time suggesting alternatives. (See Table 12 for more details.) Nevertheless, 36 percent of the administrators suggested an alternative that focused predominately on professional experience in urban activities. These activities would undoubtedly give teachers some exposure to inner-city youth and to the learning processes in inner-city schools. Vocational teachers with this experience and exposure might be equipped to differentiate the significant from the less significant and, thus, arrive at sound conclusions.

Instructional Alternatives for Competency Eight, "Ability to Recognize Heavy Drug Users in the Classroom." Since drug use

among youngsters has been steadily increasing, vocational administrators could find some of these alternatives extremely useful. More than half of the administrators (62 percent) suggested the use of community resource persons, possibly those trained to deal with teenagers, young adults, and others involved in the drug traffic. These resource persons, coming from the various service agencies, could conduct seminars, workshops, or mini-classes to increase the teachers' sensitivity to the signs of drug use. These instructional services would give many teachers their first opportunity to have actual, hands-on experience with the various drugs; thus, they would be better prepared to recognize them. For example, teachers could recognize students with drug symptoms attributable to LSD, barbiturates, marijuana, heroin, and others.

Once vocational teachers are equipped with this knowledge, they might begin to recognize heavy drug users and attempt to reach them through individual and group counseling--a course of action recommended by 75 percent of the administrators. Those students who could not be reached through counseling should be directed to other agencies equipped to handle their problems. Table 13 (in Appendix C of the complete study) supplies additional details.

Instructional Alternatives for Competency Nine, "Ability to Perceive the World From the Students' Points of View." The vast majority of vocational administrators (82 percent) seemed to feel that the use of student leaders as well as resource persons would help promote the delivery of this competency. Student leaders might assist teachers by giving them more insight into the behavior of their peers. The knowledge imparted by student leaders would undoubtedly help teachers perceive the world from the students' points of view.

Community resource persons could also help teachers by sharing some of their past experiences with disadvantaged persons to these teachers. This information might carry more authority coming from adults as opposed to student leaders. These resource persons could also conduct group counseling and role-playing sessions, thus allowing teachers more time to spend with students who need individual counseling. Other alternatives are displayed in Table 14 (in Appendix C of the complete study).

General Discussion of Alternatives for Competencies in Section II, Interpersonal and Group Relations

A frequency and percentage distribution was tabulated on the response rates for each of the alternatives as indicated by the vocational administrators. As noted earlier, the alternatives for this section will be discussed using pedagogical competencies 10 through 17 as paragraph headings. These eight competencies pertain to understanding students with personal problems, creating a tension-free classroom, dealing with hyperactive students, taking account of the students' backgrounds, encouraging students to speak out freely, teacher-pupil planning, acquiring a firm knowledge of subject matter, and introducing a lesson.

Most of the alternatives in this section can be used to help teachers promote the delivery of the pedagogical competencies. But in many cases, all of the alternatives may not be useful and may not even help promote the delivery of the particular competency. Additional data concerning each of the alternatives appear on Tables 15 through 20 in the Appendix (see complete study).

Instructional Alternatives for Competency 10, "An Understanding of Students With Personal Problems." Most of the administrators strongly suggested three alternatives for teachers to consider to enhance the delivery of this competency. These alternatives focused on the film "The Environment of the Disadvantaged," on individual counseling, and on community resource persons.

More than half of the administrators (57 percent) felt that teachers should see the film "The Environment of the Disadvantaged." This film, the administrators thought, would give teachers more insight into and knowledge concerning disadvantaged persons and would allow them to understand their students' personal problems better.

On the other hand, teachers using the individual counseling alternative (suggested by 56 percent of the administrators) would establish one-to-one contact with their students. Thus, they would usually acquire a better rapport with these students, making it much easier to understand them and the personal problems they face.

Still another alternative suggested by exactly half of the administrators involved community resource persons. Resource persons from the local community agencies could help teachers understand students from diverse backgrounds. Moreover, resource persons tend to be familiar with the needs, interests, and problems of the disadvantaged; therefore, they could be useful to vocational teachers in promoting the delivery of this competency. See Table 15 for further information (Appendix C of the complete study).

Instructional Alternatives for Competency 11, "Ability to Create a Tension-Free Classroom Atmosphere." Vocational administrators suggested several alternatives to assist teachers in the attainment of competence in this area. Many of the administrators (34 percent) felt that a professional who has had special methods courses in teaching inner-city youth should be able to create a tension-free classroom atmosphere. Forty-three percent of the administrators also felt that the film, "Learning Processes in Inner-City Classrooms," would help teachers recognize situations that create tension within the classroom.

Many more administrators (66 percent) seemed to feel that teacher aides and community resource persons could be useful assistants. These persons could provide additional activities that would produce a harmonious atmosphere, such as group counseling, class demonstrations, and role-playing activities. These activities, if used properly, could reduce tension in the classroom. Further information concerning these instructional alternatives can be found in Table 16 (in Appendix C of the complete study).

Instructional Alternatives for Competency 12, "Ability to Deal With Hyperactive Students." The vast majority of the administrators (77 percent) recommended the assistance of teacher aides and community resource persons to help vocational teachers operating in a shop or laboratory with adequate facilities to meet the demands of hyperactive students. Hyperactive students demand considerable attention. Their well-being must be maintained and they must be kept still long enough to receive instruction.

The use of additional staff persons in the classroom or shop would undoubtedly allow teachers more time for individualized

instruction as well as for individual counseling sessions. Moreover, 47 percent of the administrators felt that teachers could obtain competence in dealing with hyperactive students by utilizing more individual counseling sessions.

Other alternatives were suggested but were difficult to relate to this particular competency. As noted earlier, all of the alternatives do not apply very well to the delivery of some of the competencies. See Table 17 (in Appendix C of the complete study) for further information about the alternatives suggested.

Instructional Alternatives for Competency 13, "Knowledge of Students' Backgrounds and Their Way of Life." In discussing the alternatives for this competency, slightly more than half of the vocational administrators (54 percent) felt that teachers should have some expertise in urban activities as a part of their teaching qualifications. This expertise would give teachers more insight into, knowledge about, and understanding of their students' backgrounds and their ways of life.

Nearly two-thirds of the administrators (64 percent) suggested group and individual counseling as the most effective alternative to assist teachers in acquiring competence in this area. Vocational teachers could possibly conduct rap sessions with their students, which would allow them to learn even more about their backgrounds.

The alternative concerning additional staffing in the form of community resource persons and teacher aides was strongly recommended by three-fourths of the administrators. As noted earlier, resource persons and teacher aides can be useful to vocational teachers in promoting the delivery of the competencies. Table 18 shows additional alternatives concerning this competency (see Appendix C in the complete study).

Instructional Alternatives for Competency 14, "Ability to Encourage Students to Speak Out Freely." Encouraging students to speak out can sometimes be difficult. Nevertheless, several alternatives were suggested by administrators as possible strategies for teachers to use to accomplish this task. Role-playing activities were suggested by 41 percent of the administrators as a possible way of encouraging students to speak out freely. Another suggested alternative was to utilize such

additional staff persons as teacher aides, community resource persons, and student leaders. This alternative was suggested by the vast majority of administrators. Student leaders, however, were slightly favored over the other two; administrators seemed to feel that the use of student leaders would provide a more informal atmosphere and that this atmosphere would help overcome natural student reticence.

Instructions in group counseling techniques received considerable support as an alternative to promote the delivery of this competency. This alternative would give vocational teachers an opportunity to reach those students who more obviously need encouragement to speak out. See Table 19 (in Appendix C of the complete study) for additional information concerning this particular competency.

Instructional Alternatives for Competency 15, "Ability to Establish and Maintain an Atmosphere Conducive to Teacher-Pupil Planning." Instructional alternatives for this competency focused on (1) large classrooms with adequate equipment, (2) group counseling, and (3) the instructional film, "Learning Processes in Inner-City Classrooms." Many of the administrators (43 percent) felt that a well-organized classroom with adequate equipment could provide an atmosphere conducive to learning. The general appearance of a vocational classroom usually reflects the learning atmosphere it engenders. Some vocational classrooms tend to be cluttered and disorganized, which does not normally reflect an atmosphere conducive to learning (unless, perhaps, the clutter results from work in progress).

As half of the administrators (51 percent) suggested, instruction in group counseling techniques might be the most effective alternative for maintaining an atmosphere conducive to learning and to teacher-pupil planning. On the other hand, two-thirds of the administrators seemed to feel that vocational teachers should see the film, "Learning Processes in Inner-City Classrooms," an alternative that could help them acquire the competence in question. The film suggests how to motivate and maintain the interest of students with diverse cultures within an inner-city setting. Further information and alternative are shown in Table 20 (in Appendix C of the complete study).

Instructional Alternatives for Competency 16, "Extensive Knowledge of Subject Matter." Several vocational administra-

tors (38 percent) suggested the need for teachers to acquire a permanent teaching certificate to promote the attainment of this competency. The permanent teaching certificate indicates, at least nominally, that teachers have had extensive training in their particular subject specialties and therefore they should be knowledgeable in these areas.

Other alternatives suggested by 61 percent of the administrators to enhance the delivery of this competency centered on the use of a shop or laboratory. A traditional shop or laboratory with the proper equipment is essential for vocational teachers determined to demonstrate their expertise in their specialty. Three-fourths of the administrators also suggested the assistance of community resource persons or a teacher's aide to enhance teacher demonstrations and to explain subject matter to their classes. See Table 21for additional information and alternatives (in Appendix C of the complete study).

Instructional Alternatives for Competency 17, "Ability to Introduce a Lesson." Again, as suggested in competency 16, vocational administrators seemed to feel a need for teachers to have a teaching certificate--either the initial or the permanent certificate. Some administrators also felt that methods courses and training in the particular subject areas might help provide teachers with the ability to introduce a lesson.

Two-thirds of the vocational administrators (67 percent) gave considerable attention to the instructional film "Learning Processes in Inner-City Classrooms." Their responses seemed to imply that teachers should have knowledge of the learning process dealing with inner-city students in order to make the introduction of a lesson more relevant and that this film could provide some of the requisite knowledge. Table 22 shows additional data (in Appendix C of the complete study) concerning this competency.

General Discussion of Alternatives for Competencies in Section III, Classroom Management

The instructional alternatives to the competencies in this section focus on communication issues. The alternatives in this section will be discussed with pedagogical competencies 18 through 25 as paragraph headings. These eight competencies pertain to disciplining student's misbehavior; reading the lit-

erature that deals with the Black dialects; establishing rapport with the students' parents, relatives, and guardians; getting along well with other faculty members; helping students develop their initiative; communicating effectively with students; understanding the cause of student behavior; and controlling outbursts of fighting.

Vocational teachers may find the alternatives helpful in the delivery of their competencies in these areas. Further information concerning each of the competencies and their alternatives appears in Tables 23 through 30 in Appendix C of the complete study.

Instructional Alternatives for Competency 18, "Knowledge of the Disciplinary Action for Students' Acts or Behaviors." The vocational administrators suggested several alternatives that could possibly help teachers increase their competence in administering discipline for student misbehaviors. One alternative advocates individual and group counseling sessions. The majority of administrators felt that these two activities could definitely help teachers with problems in these areas.

Another alternative suggested by the administrators incorporated the film "Discipline in Inner-City Classrooms." Two-thirds of the administrators felt that this film might expose teachers to different types of disciplinary action appropriate for students' misbehavior. The film, they felt, might also give teachers some guidelines to follow in disciplining especially those students from an inner-city environment. Thus, vocational administrators may want to show this film to their teachers during faculty seminars, workshops, or mini-conferences.

Two other alternatives strongly advocated by the administrators pertained to adding community resource persons and teacher aides to the staff. Most of the administrators (67 percent) felt that these persons could help teachers in diciplining students. Further information on the frequence and percentge of the alternatives suggested for this competency appears in Table 23 in Appendix C of the complete study.

Instructional Alternatives for Competency 19, "Knowledge of Literature Dealing With Black Dialect." The alternatives for this particular competency proved to be interesting. Vocational administrators strongly advocated three alternatives

that they felt would help teachers acquire a knowledge of the literature dealing with Black dialects. Some of the administrators (37 percent) felt that their teachers might benefit from the alternative concerning special methods courses in teaching inner-city youth. Methods courses of this nature could provide teachers with some background of the language development of inner-city students.

The use of the film "Language Development and the Disadvantaged" was suggested as another alternative by vocational administrators interested in helping their teachers achieve competence in Black dialects. The film, they felt, could help teachers with methods of effectively communicating with these students--a vitally needed skill since many vocational teachers find it difficult to understand students with non-standard speech patterns.

A large percentage of the administrators (41 percent) felt that the group counseling alternative could help their teachers, especially with inner-city students. Group counseling sessions might help teachers better understand the students and the importance they attach to their dialects.

Other alternatives suggested by administrators did not receive the strong emphasis these alternatives received. Table 24 contains additional information concerning this area.

Instructional Alternatives for Competency 20, "Ability to Establish Rapport With a Students' Parents, Relatives, or Guardians Concerning His Progress in the Classroom. The alternatives for this competency pertained primarily to community resource persons, "The Environment of the Disadvantaged," professional experience with urban activities, and group counseling. Vocational administrators seemed to feel that these alternatives would be more beneficial to teachers than the remaining alternatives (as Table 25 in Appendix C suggests).

Sixty percent of the administrators suggested as an alternative additional staffing of community resource persons to assist teachers attain competence in this area. Establishing rapport with the students' parents and relatives sometimes requires an outside source. Thus, a resource person could be quite valuable.

Another alternative that attracted considerable attention was the film "The Environment of the Disadvantaged." Vocational teachers need some knowledge of the life-styles of their students to maintain an effective rapport with them. Establishing good rapport with students can lead to a similar relationship with the students' parents, relatives, or guardians.

Still another strongly recommended alternative pertained to professional experience with urban activities. Forty-eight percent of the administrators felt that this alternative would help teachers obtain some additional knowledge of the urban environment. This experience could possibly help teachers establish some contact with the parents and relatives of students within the local school district.

Finally, group counseling instruction was suggested by 42 percent of the administrators as an alternative to help teachers deliver this competency. Vocational teachers might possibly conduct group rap sessions to learn more about the problems, needs, and interests of their student which would undoubtedly improve their rapport with their classes.

Instructional Alternatives for Competency 21, "Ability to Get Along Well With Other Faculty Members . . . Being Cooperative Rather Than a Loner." The frequencies and percentages indicated by vocational administrators suggested that many of these alternatives do not necessarily enhance the delivery of this particular competency. But some administrators (35 percent) recommended that teachers have at least an initial teaching certificate. According to the administrators, most vocational teachers with initial teaching certificates tend to be cooperative. But after a time many of these teachers find it difficult to get along with other faculty members for reasons that tend to focus, predominantly, on personality conflicts.

Some vocational teachers have not learned the importance of getting along well with their co-workers and being cooperative rather than "loners." Thus, the alternative concerning group counseling was suggested by 43 percent of the administrators. This alternative could help teachers get along with others. For example, group counseling sessions might give them an opportunity to discuss and settle their petty differences. Thus, teachers could become more cooperative as time passes.

Instructional Alternatives for Competency 22, "Ability to Assist Students in Developing Their Initiative." Vocational administrators suggested several alternatives that might help teachers deliver a competence in this area. These alternatives pertained to individual and group counseling, a film entitled "Learning Processes in Inner-City Classrooms," additional staffing, and a special methods course. Other alternatives were suggested; however, the author did not consider them appropriate for this particular competency.

Examining the first alternative as shown in Table 27, 68 percent of the administrators suggested individual and group counseling as their choice for teachers to adopt in delivering this competence. These counseling sessions could, if effectively conducted by the teacher, improve the self-concept of many disadvantaged students (Kemp, 1966). Providing disadvantaged students with a positive image of themselves is essential in helping them increase their initiative. Vocational teachers might use these counseling sessions to give their students a feeling of belonging and acceptance, which could encourage them to use their initiative more and especially to accomplish their career goals.

The film "Learning Processes in Inner-City Classrooms" was the next alternative strongly recommended by the administrators. More than half of the administrators (59 percent) felt that this film would be very useful to teachers seeking some effective ways of helping students increase their initiative.

Another alternative strongly recommended by administrators dealt with additional staffing, including teacher aides and community resource persons. These persons could serve as role models, thus giving students an opportunity to meet and interact with successful persons from their community. Resource persons and teacher aides could possibly motivate students to develop their initiative.

Finally, a special methods course for teaching inner-city youth was suggested by 31 percent of the administrators as the best alternative for teachers attempting to deliver the competency. A course of this nature, they felt, might help both teachers and administrators who have little experience in dealing with disadvantaged students.

Instructional Alternatives for Competency 23, "Ability to Communicate Effectively With Students." Three instructional alternatives were suggested by administrators as being best suited to deliver competence in communicating effectively with students. They were additional staffing, the film entitled "Learning Processes in Inner-City Classrooms," and group counseling. Other alternatives were also suggested; however, these three were thought to be most appropriate.

Two-thirds of the administrators indicated that community resource persons and student leaders would be the best staffing choices to help teachers communicate more effectively with their students--especially students from the inner-city. These people often have personal contact with the students outside the classroom and thus find communicating with them relatively easy.

Forty-four percent of the administrators suggested group counseling as the best alternative to assist teachers deliver the competence in this area. Group or rap sessions can certainly help teachers get their students to "open up." Vocational teachers may find that students are more open and relaxed in an informal atmosphere and this informality should help the teachers communicate more effectively with their students.

Another alternative suggested by administrators was the film "Learning Processes in Inner-City Classrooms." This film can expose teachers to ways of "turning students on," getting them to talk and express themselves more, and in general, opening the communication channels. The vocational administrators in this study considered this film an appropriate assistance for teachers seeking to communicate effectively with their students. Further information about this competency appears in Table 28 in Appendix C of the complete study.

Instructional Alternatives for Competency 24, "Understanding of the Cause of a Student's Behavior." Vocational administrators strongly recommended several alternatives that, they felt, teachers would find useful in attaining a competence in understanding the causes of a student's behavior. These alternatives included individual and group counseling, professional experience in urban activities, the film entitled "The Environment on Disadvantaged," and community resource persons.

The vast majority of administrators suggested individual and group counseling as the best of the alternatives for helping teachers deliver this competence in the classroom. Many vocational administrators seemed, by their responses, to consider counseling activities a "cure all" for the delivery of most of the pedagogical competencies.

Another alternative suggested by 32 percent of the administrators pertained to professional experience in urban activities. Some of the administrators felt that teachers with this type of professional experience would be able to understand most of the motives for their students' behavior.

Thirty-seven percent of the administrators felt that the film "The Environment of the Disadvantaged" would give teachers some insight into understanding the causes of student behavior.

Still another alternative cited by more than half of the administrators concerned community resource persons. This alternative has been recommended quite frequently by adminstrators as being useful in the delivery of the pedagogical competencies. Resource persons may be helpful to teachers in the attainment of competence by sharing their views and opinions on the causes of a student's behavior.

Instructional Alternatives for Competency 25, "Ability to Control Outbursts of Fighting, Aggressiveness, or Over-Competitiveness." Several alternatives were strongly recommended by the administrators as helpful to teachers delivering competency 25. These alternatives pertained to group and individual counseling, the film entitled "Discipline in Inner-City Classrooms," and additional staff persons. Again, other alternatives were also suggested; however, many of them did not apply to the delivery of this particular competency. The alternative that were strongly recommended may, in fact, be very useful to vocational teachers dealing with such student disciplinary problems as fights, over-aggressiveness, and competitiveness.

The alternative concerning counseling in terms of individual and group counseling was singled out by 65 percent of the administrators. Most of the administrators seemed to feel that group counseling sessions would be more effective than individual counseling sessions. Nevertheless, counseling students in either manner can help prevent fighting and aggressiveness.

The next alternative the administrators recommended highly was the film "Discipline in Inner-City Classrooms." Sixty percent of the administrators felt that this film would be valuable to many vocational teachers working in the inner city. They felt it would expose teachers to techniques for controlling fights, aggressiveness, and over-competitiveness.

Still another alternative pertained to such additional staff members as community resource persons, teacher aides, and student leaders. Most of the administrators considered these persons as very useful assistants to teachers seeking to attain competence in this area. Further information concerning competency 25 and its alternatives appears in Table 30 in Appendix C of the complete study.

Summary of Instructional Alternatives for the Pedagogical Competencies

Suggesting alternatives for the pedagogical competencies, the vast majority of the administrators identified the use of additional staffing for teachers, particularly teacher aides and community resource persons. The administrators felt that these persons would be helpful to many vocational teachers. The numerous community agencies, where students often spend considerable out-of-school time, employ persons who have been trained to deal with inner-city youth and their problems. These persons could provide teachers with insight into the students' personal problems and their way of life. They also have the information and equipment that can help teachers deal with inner-city students.

This assistance in the classroom provides teachers with additional time to engage in another suggested alternative--individual and group counseling. In this study, counseling was often seen as a panacea guaranteeing the delivery of pedagogical competencies. Educators like Ferguson (1972) and Singer (1968) also felt that counseling activities would help teachers work more effectively with disadvantaged students.

Other frequently suggested alternatives were the films "Learning Processes in Inner-City Classrooms," "Discipline in Inner-City Classrooms," "The Environment of the Disadvantaged," and a special methods course on teaching inner-city youth. Other alternatives were, of course, suggested. But many did not lend themselves to the delivery of the competencies.

RANK-ORDER OF IMPORTANCE FOR THE PEDAGOGICAL COMPETENCIES AS INDICATED BY VOCATIONAL TEACHERS

Brief Introduction

Vocational teachers were asked to rank every competency on a scale ranging from "very important" to "no importance." Subsequently, the author compiled a rank-ordering for the 25 pedagogical competencies in the following sections: (1) Execution of Instruction, (2) Interpersonal and Group Relations, and (3) Classroom Management. The data for each section were reported earlier in Tables 4, 5, and 6, respectively. Summary tables are also provided along with a verbal explanation of each section.

Execution of Instruction

The competencies in this section are ranked in order of their importance from one to nine. Competency nine received the highest ranking from the vocational teachers. This item pertained to perceiving the world from the students' point of view. The data tend to suggest that teachers want to understand disadvantaged students better. The lowest in the rank-ordering of importance was competency two, ability to cope with unpleasant remarks made by students. These results seem to suggest that teachers in the inner city have a high tolerance for unpleasant remarks made by students. The remaining seven competencies in the Execution of Instruction category were ranked from two through eight respectively as their order of importance. These competencies pertained to relating learning to students' experiences, identifying and recognizing problems, analyzing problems, taking community religious activities into account, recognizing heavy drug users, coping with student behavior, and differentiating the significant from the less significant. A listing of the rank-ordering of competencies in the Execution of Instruction section appears in Table 7.

Interpersonal and Group Relations

The vocational teachers ranked the pedagogical competencies in this section from one to eight. Competency eight, ability to introduce a lesson, received the highest ranking in order of importance; and competency two, ability to create a tension-

Table 7

LISTING OF COMPETENCIES AND THEIR RANK-ORDER OF IMPORTANCE IN SECTION I, EXECUTION OF INSTRUCTION

Item	Competency	Rank-Order of Importance
1	Identifying and recognizing problems	3
2	Coping with unpleasant remarks	9
3	Community religious activities	5
4	Relating learning to students' experience	2
5	Undercurrents on students' behavior	7
6	Analyzing problems	4
7	Differentiating the significant from the less significant	8
8	Recognizing heavy drug users	6
9	Perceiving the world from the students' point of view	1

Note: See Table 4 for a more detailed description of the responses to the competencies in the Execution of Instruction group.

free classroom atmosphere, received the next highest ranking. By contrast, competency one, possession of an understanding of students with personal problems, received the lowest ranking; and competency seven, differentiating the significant from the less significant, achieved the next lowest ranking. These results suggest that teachers feel that dealing with their students' personal problems is not as important as some of the other competencies in this section. The results also suggest that vocational teachers are most concerned with such "classroom generalship" competencies as creating a tension-free classroom atmosphere, encouraging students to speak out freely, and introducing instructional lessons to their classes. Further information concerning the competencies in this section appear in Table 8 and in Table 5.

Classroom Management

The competencies in this section are ranked in order of importance from one to eight, as shown earlier in Table 6. Competency six, ability to communicate effectively with students, received the highest ranking; and competency four, ability to get along well with other faculty members . . . being cooperative rather than a loner, received the next highest ranking. The respondents ranked competency two, knowledge of literature dealing with Black dialect, as the lowest in the order of importance. This competency received a mean value of 2.39, which places it in the "little or no importance" category. Based on the data presented, most of the respondents felt literature concerning Blacks to be of little importance to vocational teachers. The five remaining competencies were ranked from three to seven, respectively, in order of importance: assisting students in developing their initiative, controlling outbursts of fighting, establishing rapport, implementing disciplinary action for students' acts, and understanding the students' behavior.

The eight pedagogical competencies in this section focused on a teacher's ability to communicate with students as well as with other faculty members. Several other scholars have noted that communicating effectively with students tends to be an integral part of good classroom management.

A listing of rank-ordering of importance for the competencies in this section, Classroom Management, can be seen in

Table 8

LISTING OF COMPETENCIES AND THEIR RANK-ORDER OF IMPORTANCE IN SECTION II, PERSONAL AND GROUP RELATIONS

Item	Competency	Rank-Order of Importance
1	Students with personal problems	8
2	A tension-free classroom atmosphere	2
3	Dealing with hyperactive students	6
4	Students' backgrounds and their way of life	5
5	Encouraging students to speak out	3
6	Atmosphere conducive to teacher-pupil planning	4
7	Knowledge of subject matter	7
8	Introducing a lesson	1

Note: See Table 5 for a more detailed description of the competencies in Interpersonal and Group Relations.

Table 9. Most of the competencies were ranked as "very important" by the vocational teachers. Some were, however, ranked less important, a fact which is discussed further in Chapter V of the complete study.

Table 9

LISTING OF COMPETENCIES AND THEIR RANK-ORDER OF IMPORTANCE IN SECTION III, CLASSROOM MANAGEMENT

Item	Competency	Rank-Order of Importance
1	Disciplinary action for students' acts	6
2	Literature dealing with Black dialect	8
3	Establishing rapport	5
4	Getting along with other faculty members	2
5	Assisting students in developing their initiative	3
6	Communicating effectively with students	1
7	Understanding the students' behavior	7
8	Controlling outbursts of fighting	4

Note: See Table 6 for a more detailed description of the competencies in Classroom Management.

DISCUSSION AND CONCLUSIONS

General Background Data

Discussion. The demographic data elicited by question one revealed that most of the vocational administrators and teachers could be classified as "middle-aged" (in or near the mid-forties). They also share such similar trade and industrial backgrounds as electrical work, mechanical work, and construction trades.

In examining job titles, very few minority members indicated having top level positions in vocational education. For example, within the survey, only three minority group members appeared in vocational administrative positions (n = 90). The number of minority persons holding teaching positions in vocational education was also disproportionately low. For example, two of the sample cities produced no minority persons teaching in the vocational trade areas. Disadvantaged students in urban cities need to acquire some learning experience from teachers who come from minority backgrounds. These teachers can enhance the learning experiences for disadvantaged students from similar backgrounds by serving as role-models. Teachers from minority backgrounds can also provide evidence to disadvantaged students that success can be achieved and that one can surmount poverty through his own initiative.

Conclusions. As was expected, it can be concluded that because of the similarities in their trade and industrial backgrounds, the respondents expressed similar views and opinions concerning the pedagogical competencies that teachers working with the disadvantaged should possess. It was also concluded that the number of minorities with top level positions in vocational education that was not in proportion to the minority population residing in the sample cities, and that education training should address this issue.

Vocational Administrators' and Teachers' Responses to the Competencies

iscussion. This section focused on the responses made by vocational administrators and teachers to the 25 competencies noted in research question two. These responses were analyzed as reports of the degree of importance, the mean, the order of

importance, and the standard deviation for each competency. Three-fourths of the respondents seemed to feel that most of the competencies were very important. The results of the present study validated the work of such leading educators as Ferguson, Singer, and Taba and Elkins in the areas of diverse culture and the disadvantaged.

An area addressing the literature dealing with Black dialect received considerable attention, yet many respondents felt that teachers should pay little attention to this area. The responses collected conflicted with the literature reviewed. According to Banks (1976) and Sh ppard and Protinsky (1976) the dialects of Blacks and other minorities are systematic languages, and teachers should recognize them as such, even though they are considered to be non-standard English.

There are at least three possible explanations for this conflict. One reason may be that the middle-class values and background of most vocational administrators and teachers encourages little or no understanding of disadvantaged persons (Rousseve, 1963). Another reason for the conflict may be that the responses came from minority persons who have broken the poverty cycle and want to divorce themselves from this type of language and culture. Still another reason may be the "embedded biases and prejudices" that many educators possess concerning minorities and other persons of diverse cultures.

Conclusions. It was concluded that administrators and teachers agreed that the competencies were in face, very important to the respondents. There was, however, some disagreement on the degree of importance each group placed on the competencies. It was also concluded that further research is needed in the area concerning the dialects of Blacks because of conflict with the literature reviewed.

Suggested Instructional Alternatives

Discussion. Research question three encouraged vocational administrators to suggest various instructional alternatives. Most of the administrators agreed on several of the instructional alternatives as being promising ways to promote the delivery of the pedagogical competencies. Counseling activities were widely cited as activities that would enhance the attainment of the competencies. Vocational teachers might pos-

sibly sharpen their interpersonal skills with individual and group counseling. These counseling activities could be conducted through staff development seminars, mini-conferences, and workshops. The consensus on counseling activities mirrors the findings of Singer (1968) and Wolfbein (1971) who investigated curriculum strategies for teachers of the disadvantaged. Both authors placed special emphases on counseling. Singer, in particular, concluded that teachers working with disadvantaged students should acquire more training in guidance and counseling; Wolfbein indicated that teachers should acquire more training in such student support services as special counseling and job coaching.

Other suggested alternatives tend to focus on a teacher's involvement with the urban community with an eye toward utilizing community resources more efficiently. Vocational teachers might possibly enhance their instructional program by becoming involved with community activities of diverse cultures; they might, for example, join the Big Brother-Big Sister Program, the Neighborhood Youth Corps, the Community Action Agency, and many others. While some of the alternatives did not apply directly to the delivery of the competencies, most of the alternatives tended to be potentially useful in helping teachers deliver their pedagogical competencies. Further information on this section appears in Tables 7 through 30 in Appendix C of the complete study.

Conclusions. It was concluded that concurring opinions of teachers and administrators made a strong case for counseling activities (both individual and group) as an instructional alternative to help vocational teachers sharpen their pedagogic competencies. It was also concluded that vocational adminis trators generally want teachers to utilize more aides (paraprofessionals) and resource persons within their local communities.

Rank-Ordering the Competencies

Discussion. This section pertains to research question four, which focused on the rank-order of importance of the pedagogical competencies. Each teacher was asked to rank-order the competencies on a scale from "very important" to "no importance."

The rank-ordering revealed some interesting priorities. Most of the respondents felt that teachers should possess an ability to communicate effectively with students, to introduce a lesson, and to perceive the world from the students' point of view. These three competencies achieved the highest ranking of the three respective sections. The vocational teachers also showed that competencies pertaining to creating tension-free classroom atmospheres, getting along well with other faculty members, and relating learning to the students' experiences and past learning were very important to them. These competencies tend to focus on communication skills, which are, of course, essential to achieving success with students from the inner city.

Vocational teachers felt that the competencies pertaining to coping with unpleasant remarks made by students, understanding of students with personal problems, and knowing the literature dealing with Black dialect were of little or no importance. These competencies tended to focus on classroom generalship and cultural differences. The competencies concerning cultural differences ranked the lowest and least important of the pedagogical competencies, which seemed to suggest that vocational teachers may not be deeply concerned with individual differences in their students.

Research has suggested, however, that vocational teachers should allow for individual differences in disadvantaged students (Sheppard, 1976; Eubanks and Levine, 1977). Many teachers try to fit all students into a mold, disregarding the maxim that not all students learn at the same rate. Cultural differences are an integral part of disadvantaged students, especially in the inner city, and vocational teachers should probably pay more attention to this area.

Conclusions. It was concluded that vocational teachers, themselves, felt that teachers should possess more competence in communication skills rather than in skills that bridge cultural differences. It was also concluded that many cultural and ethnic differences characterize disadvantaged students in most inner-city schools.

Open-Ended Responses Expressed by Vocational Teachers

Discussion. This section focused on the open-ended responses recorded by vocational teachers as invited by research question five. Vocational teachers within the selected cities of Erie, Johnstown, Philadelphia, and Pittsburgh were given an opportunity to express themselves freely concerning disadvantaged students. Oppenheim (1966) and Van Delen (1962) concurred that open-ended questionnaires are helpful precisely because they provide respondents with this freedom of expression.

Two points should be noted concerning these open-ended responses: First, most of the teachers felt that additional competence in psychology, sociology, and other liberal arts courses would enable them to teach disadvantaged students better. Second, the vast majority of vocational teachers in this study seemed to share similar feelings about disadvantaged students--noting their "low academic ability" and their "social and economical deprivation." Ironically, their feelings often carried negative overtones concerning the disadvantaged.

Conclusions. It was concluded that vocational teachers seem to have various levels of expectations of the disadvantaged students that they teach but that generally these levels were low.

Research Questions That Revealed Significant Differences

Discussion. The section cites conclusions on question six and eight. Question six focused on the difference between vocational administrators and teachers in the degree of importance they placed on the 25 pedagogical competencies required for teaching inner-city disadvantaged students; question eight focused on the difference between male and female vocational teachers according to how they responded to the competencies.

In research question six, administrators placed a higher value on the competencies that the teachers, especially in the Execution of Instruction and the Classroom Management sections. Several reasons may explain these differences. First, vocational administrators have usually had more exposure to these

pedagogical competencies than the teachers. Most administrators attend conferences, seminars, and conventions where many of these competencies receive high priority. On the other hand, vocational teachers generally find it difficult to attend these events because they lack certified vocational substitutes to take over their classes, they receive no reimbursement for travel expenses, and other similar reasons.

Another explanation for the significant differences may have something to do with the way administrators view the competencies. Vocational administrators may view these competencies as evaluative guidelines for evaluating their teachers, especially before tenure. Administrators may use the competencies as part of a "check-off list" to see if their teachers are competent in the areas named.

Still another explanation for these differences could be that most of the vocational administrators have been away from the classroom for long periods which can cause them to lose the teacher's point of view. The final reason may be attributed to the length of the administrator's questionnaire. The administrators had to respond to a 20-page questionnaire which may have caused some of them to respond haphazardly.

Although the sample was sufficiently representative, three reasons may be advanced for these significant differences between the male and female teachers as perceived in research question eight. These reasons may also explain why female teachers rated the competencies higher than their male counterparts. First, the differences may have been purely accidental. (Gould and Wartofsky, 1976, for example, stated that it is human nature for males and females to disagree on any given matter.) Second, the significant differences between the two groups may be attributed to the educational levels attained by the females. Most of the female teachers had earned advanced degrees, which at least implies that they had had some prior exposure to these pedagogical competencies.

Third, the flexibility in the occupational background of female teachers may account for the significant differences between the groups. Most of the female teachers were either home economists, business educators, or health assistants. On the other hand, the vast majority of the male teachers tended to have a traditional trade and industry background. Further research is obviously needed in this area.

Conclusions. In regard to research question six, it was concluded that vocational administrators and teachers view the pedagogical competencies differently. Several reasons are attributed to these differences. In regard to research question eight, it was tentatively concluded that the sample was too small to warrant a valid judgment concerning the differences between male and female teachers with respect to the way they valued the competencies.

Research Questions That Revealed No Significant Differences

Discussion. Information from this limited research revealed no significant differences between the degree of importance that respondents placed on the competencies and the following dependent variables: (1) the experience of teachers, (2) the size of cities, (3) the age of respondents, (4) ethnic and racial backgrounds, and (5) experience with the disadvantaged. Information concerning these variables were presented earlier in the study.

Although the sample was relatively small, especially in Erie and Johnstown, vocational teachers with two or more years of teaching experience seemed to agree on the pedagogical competencies. This agreement may be attributed to their similar trade and industry backgrounds. The size of the cities was also considered as an explanation; however, the results were the same--no signifcant differences. Vocational teachers in the small city (population 50,000 or less) tended to have fewer "big-city" problems than their colleagues in large cities. This may be one reason why no significant differences occurred. Another may have been the relevancy of the questionnaire. Many of the Johnstown vocational teachers apparently felt that the questionnaire really didn't apply to them. Consequently, they may have responded haphazardly.

Regarding the age variable of the respondents, most of the teachers were the age group of from early forties to mid-fifties, and they had acquired a considerable amount of teaching experience. There was also a large percentage of teachers ranging in age from their early twenties to mid-thirties in each of the selected cities. This group could have been computed individually instead of combining them with the four cities. Computing the dependent variables within each city may have produced some measurable differences.

The respondents' responses to the dependent variables ethnic and racial background and experience with the disadvantaged seemed to coincide--no significant differences appeared. The literature did not, however, predict this result. In two of the selected cities, Erie and Johnstown, no Black vocational teachers participated in the study. This made it difficult to draw valid conclusions regarding the responses of Black teachers and White teachers. The responses to the questionnaire seem to suggest, then, that vocational teachers need not come from a minority background in order to work effectively with disadvantaged students. This is a promising result, because effectively educating disadvantaged students will require a conscientious effort among both racial groups.

Conclusions. It was concluded that the sample was too small to warrant reliable judgments on the relationship between the way teachers valued the competencies and the following dependent variables: the experience of teachers, the size of cities, the age of respondents, ethnic and racial backgrounds and experience with the disadvantaged. It was also concluded that further research is needed in these areas.

Brief Summary of Conclusions

In summary, it was concluded that disagreement exists between the following groups: (1) vocational administrators and teachers, and (2) male and female vocational teachers, with respect to the way they valued the pedagogical competencies. It was also concluded that the sample was not representative enough to draw valid and reliable judgments on the following dependent variables: the experience of teachers, the size of cities, the age of respondents, ethnic and racial backgrounds, and experience with the disadvantaged and the way teachers valued the competencies. Although information from this research revealed no significant differences to many of the research questions, it is felt that the study will be beneficial to many vocational administrators and teachers working with disadvantaged students, especially those in the inner-city schools of Pennsylvania.

RECOMMENDATIONS

As a result of the investigation reported herein, answers to a number of specific questions have been provided. In addition, several other findings of interest to vocational administrators and teachers have been revealed. Based upon the findings of this research, the following recommendations are made.

For Practice

1. It is recommended that more preservice and inservice staff development, workshops, seminars, and conferences be conducted concerning the diverse cultural and socioeconomic backgrounds of students in order to improve the effectiveness of inner-city teachers.

2. It is recommended that there be more recruitment of minorities to fill teaching as well as administrative positions to assist in educating disadvantaged students.

3. It is recommended that both vocational administrators and teachers take a more active role in educating disadvantaged students by getting involved in various local and national organizations that can expedite multi-ethnic and bilingual education. Their involvement might encourage disadvantaged persons to take the initiative needed to break the poverty cycle.

4. It is recommended that teacher education programs offer more interdisciplinary courses relating to issues dealing with the disadvantaged.

For Further Research

1. It is recommended that the study reported herein be replicated with larger samples in order to cross-validate the findings of this study.

2. It is recommended that further investigation be done on the effectiveness of the instructional alternatives that were suggested by the administrators for promoting the delivery of the pedagogical competencies.

3. It is recommended that further study be done concerning vocational teachers' expectations of disadvantaged students within the inner city.

4. It is recommended that a comparative study be made on the attitudes and understanding of vocational administrators and teachers toward the disadvantaged students.

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About The Author

Edgar I. Farmer's professional experience include the posts of assistant professor of vocational education and senior teacher educator of Program VITAL (a CBTE program) at Temple University. He has taught vocational technical courses on the junior high, senior high and post-secondary levels.

Dr. Farmer's professional experience enhanced his military career while serving as an education liaison for the 173rd Airborne Brigade and the Qui Nhon Education Center, South Vietnam. During this time, he received numerous awards which included the Army Commendation Medal and the Bronze Star Medal.

As an active advocate of Vocational Student Organizations, he has served as regional and State VICA Judge and consultant to numerous VICA Training workshops. He has conducted research and has authored and co-authored several articles and publications concerning the special needs learner. He received his Ed.D. degree from the Pennsylvania State University.